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Composition I

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**COLLIN COLLEGE
COURSE SYLLABUS**

Course Information

Course Number: ENGL 1301

Course Title: Composition I

Course Description

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Lab required.

Course Credit Hours:	3
Lecture Hours:	3
Lab Hour:	1

Prerequisite

Meet TSI college-readiness standard for Reading and Writing; or equivalent

Student Learning Outcomes

1. **State Mandated Outcomes:** Upon successful completion of this course, students will:
 1. Demonstrate knowledge of individual and collaborative writing processes. (Teamwork, Communication Skills)
 2. Develop ideas with appropriate support and attribution. (Communication Skills)
 3. Write in a style appropriate to audience and purpose. (Communication Skills)
 4. Read, reflect, and respond critically to a variety of texts. (Critical Thinking)
 5. Use Edited American English in academic essays.

Additional Collin Outcome

Upon successful completion of this course, students should be able to do the following:

1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)
2. Develop critical thinking skills in order to foster intellectual growth and social awareness.

3. Develop and articulate opinions in the form of logical, sound arguments, both written and verbal.

Withdrawal Policy

See the current *Collin Registration Guide* for last day to withdraw.

Collin College Academic Policies (See the current *Collin Student Handbook*)

Instructor Information

Instructor's Name: Kelly Graham

Email: KGraham@collin.edu

Class Information:**Section Number/Meeting place and time**

10731 – P-13 / Meeting in L212 at 12 pm – 12:50 pm MWF

10732 – P19 / Meeting in L219 at 1:00 pm – 2:15 pm MW

12660 – LS1 / Meeting in C110 at LS HS at 7:15 am – 8:30 am TR

14351 – P12 / Meeting in U131 at 11 am – 11:50 am MWF

Course Resource: *The Norton Field Guide 4th ed.*

Supplies: Paper, pen or pencil, highlighters (blue, yellow, green, and red or orange), and USB or flash drive.

Scholastic Dishonesty

Scholastic Dishonesty

Trust in an essential element in all relationships, personal and professional, and regardless of the reason, claiming someone else's work as your own – whether it is a written assignment or an answer on a test – is a breach of trust. It is theft, and I have no tolerance for thieves, so do not plagiarize or cheat.

Every member of the Collin College community is expected to maintain the highest standards of academic integrity. All work submitted for credit is expected to be the student's own work. Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty.

All cases of academic dishonesty will be reported to the Dean of Students' office for investigation. Students found responsible for academic dishonesty will receive a penalty ranging from a zero on the assignment to an F in the course, depending on the instructor's interpretation of the severity of the incident.

See the current Collin Student Handbook for additional information.

Attendance

Attendance Policy

Absenteeism can negatively affect your grade. Class activities and group discussion require your attendance. Being late to class excessively is disrespectful and will not be tolerated. Consistently arriving late will result in you being counted absent for the hour you are late. If for some reason you must be late, check with me after class to ensure that you are not counted absent for the hour. Students who are late will not be allowed to make up quizzes.

Regular attendance and punctuality are expected. Attendance will be taken by sign-in sheet at the start of class. It is the student's responsibility to sign the attendance sheet each class period. If you arrive late, please wait until the end of class to sign the sheet. Failure to sign the sheet at all constitutes an absence.

Students who leave class early must ask for permission prior to the start of class; if you leave without permission before I dismisses the class you will be marked absent for the whole period. Good manners suggest that if you know you will miss a course, you will contact me and let me know.

Assignments

Course Requirements/Grading and Evaluation

Letter-grade point values are as follows:

90-100	points	A
80-89	points	B
70-79	points	C
60-69	points	D
59-0	points	F

Each assignment will receive a grade ranging from 0% to 100% and will be placed in one of the following categories. Each category equates to a percentage of your total grade:

Category 1: Critical Response #1	15% of total grade
Category 2: Critical Response #2	20% of total grade
Category 3: Critical Response #3	20% of total grade
Category 4: Critical Response #4	20% of total grade
Category 5: Final exam	15% of total grade
<u>Category 6: Workshops/Other</u>	<u>10% of total grade</u>
Total	100%

Your success in this course will be determined largely by how well you understand and follow the instructions contained in the above assignments.

Review all assignments carefully. Papers and projects that do not meet the basic parameters stated in the “instructions” and “requirements” sections in the assignments will receive zeroes.

The class schedule—which is a separate document that can be found on our class page in *Canvas*—lists class activities, reading assignments, and assignment due dates.

- The actual assignments are located on our class page in *Canvas*. Note: not all assignments will be available/open at the same time.
- Items in bold on the class schedule are due on the dates listed by the time class begins. For Items designated as “due in class,” bring both a hard copy and an electronic copy on your flash drive to class on the due date specified.
- Some assignments must be submitted electronically to *Canvas* to receive credit. These assignments are listed on the class schedule as “Due to *Canvas* by start of class,” or “Due to *Turnitin.com* by start of class”; hardcopies will not be accepted for these assignments.
- It is the student’s responsibility to submit assignments.

With the exception of Critical Responses #1-4, I do not accept late assignments (see next section) or allow make-up assignments.

- Essay drafts and other assignments are due on the dates specified. Students who fail to turn in essay drafts on time will not be allowed to participate in organization, revision, and editing activities (See Workshops below), and consequently, will not receive a grade for these assignments.
- Workshops, in-class activities, and other assignments cannot be made up or taken early. Although I do not accept late work or give make-up assignments, I will drop your lowest 3 grades from the “Workshop/Other” category at the end of the semester.
- Dual credit students cannot use school events, extra curricular activities, etc. as a reason for late work.

The following section pertains to the following assignments ONLY: Critical Responses #1, #2, #3, and #4.

- To receive credit, you must submit your assignment as a Microsoft Word document electronically to *Turnitin.com* through *Canvas* on or before class time on the due date stated on the class schedule.
- If you fail to submit your paper to *Turnitin.com* via *Canvas* on time, it is considered late.
- If your paper is late, but submitted and turned in prior to 11:59 PM on the day it is due, there will be a 10% reduction in the final grade. Submissions made after 11:59 PM on the day the essay is due will receive a zero.

- See the rubric file included with the assignments on our class page for more information. Grades will be posted in *Canvas* 7-14 days after the assignment due date.
- Experience tells me that many students do not review the written feedback they receive from me on their papers. This is not necessarily a bad thing, as some students just want the grade (although experience also tells me that reviewing feedback increases grades on subsequent assignments). Because of this, my time is best utilized providing written comments on papers from students that want it. Therefore, if you would like written feedback on your paper from me, type the word: FEEDBACK in all caps in the “title” field when submitting your paper. Otherwise, I will grade your paper like any other, just without the written feedback.

This course will have an online accompaniment accessed through *Canvas*.

- Although this page is not a substitute for attending class, I will post *major* assignments, announcements, and other materials here. You will also turn in much of your work here.
- Please check it often. If you must miss class, it is your responsibility to get with a classmate to review any missed assignments.

MLA Format Expected for All Work

- We will discuss MLA format in some detail the first week or so of class. Afterward, I expect you to have a basic knowledge of MLA formatting. Later in the semester, we will spend some time discussing citation. If you forget our initial MLA talk, I strongly suggest you get yourself to the interwebs (Purdue OWL MLA is a great place), YouTube, and/or the Collin College Writing Center for help. “I did not know” will not fly in this class.
- The basics: One-inch margins, 12 point font (Times New Roman, Arial, Calibri, and Garamond are acceptable), double-spacing at 0 point (you will usually need to change this since most Word programs default to 8 or 10 point spacing), name and page number in header top right, informational header on first page only top left, in-text citations when appropriate, title on first page, works cited page. Nothing underlined. Nothing in bold. No other font sizes. No other fonts but the ones suggested above (particularly comic sans). No title pages. No extra spacing after/before paragraphs or sentences

Computer crashes, disc errors, viruses, and other computer issues are not acceptable excuses for late work. Be sure to save your work to at least three locations: a hard drive, a flash drive, and an external drive; *and print your work often.*

Assignment information

Critical responses #1-4 (75% of total grade)

The purpose of these assignments are to give student’s practice in summarizing from a source, responding to an argument, citing a source, and developing an

argument. Also, these assignment will demonstrate that you can succesfully produce a written argument that is organized, coherent, unified, and is relatively free from errors in tone, sentence structure, punctuation, and formatting.

- You will write five critical responses during the semester, including the final exam. These responses should be typed, should at the very least meet the word requirement stated in the assignment, and should follow the rules of MLA format.
- Critical Responses #1 and #2 require both summary and response paragraphs; Critical Responses #3 and #4 require a short answer format.
- You will be required to turn in an outline, as well as revision documents and a revised, final draft.
- Topics for critical responses will be provided. Papers must focus on one of the topics and must meet the required word count to receive a passing grade.
- Critical responses must be double spaced, relatively free from errors in mechanics, grammar, usage, and spelling, and must follow MLA format.
- Critical responses will be evaluated using a provided rubric form.

Revision Option

Note: In order to allow students to benefit from the writing process and to turn in the best possible work for evaluation, students will be permitted to revise **one** of the critical response papers –excluding the final exam and critical response #4— for an entirely new grade. You may only revise ONE *critical response assignment*. You may choose one of the following to revise: *Critical Responses #1, #2, or #3 ONLY*. *Critical response #4 and the final exam cannot be revised.*

- The revision must address significant areas in need of revision and must be submitted to the instructor within ten calendar days of when the grade (for the paper you want to revise) was posted.
- You may revise one of the following: *Critical Responses #1, #2, or #3*, provided they meet the following criteria:
 - The original critical response must have been handed in on time and without plagiarism. Late or plagiarized papers are ineligible for revision.
 - Students desiring to complete a revision will meet with the instructor or a professional writing tutor at the writing lab to discuss strategies for successful rewriting before attempting revision.
 - Note: The original, graded essay must be turned in with the revision (all hardcopies, unless instructed otherwise). Just turning in a revision does not guarantee you will receive a higher grade. In the event that the revised draft grade is actually lower than the original assignment, you will receive the higher of the two grades; however, a higher revision grade always replaces the original grade, so if you are prepared to work hard, your grade will most likely benefit. See the class web page for more information on the critical response paper rewrite.

Workshops / Other (10% of total grade)

The purpose of the workshop assignments are to assist you in planning, editing, and revising Critical Responses #1-4.

- The workshops are a pass or fail grade only. You must be present physically and participate in the workshops for the entire class period to receive credit.
- There are multiple workshop assignments for Critical Responses #1-4. Your grade on these workshops will be determined by how well you participate in the workshop and if you bring the assigned materials to class the day of the workshop.
- Materials required for the workshops are available via links on our course page.

Note: There will be other assignments assigned throughout the semester, including in-class activities, quizzes, etc., and these assignments will also be placed in the “Workshop/Other” category.

Final Exam (15% of total grade)

The final exam will be a critical response that will be completed in class during the scheduled final exam time. Details will be provided later in the semester.

Lab Requirement (16 units to pass course)

The lab component is an integral part of this writing course. Over the course of the semester, you will need to complete a combination of **16** units to pass the class (see Lab Options List below).

- This lab work is not the same as regular daily course work that you must complete to stay on course in the class. During the semester, you will need to track and provide evidence of completing these lab assignments outside of class.
- Your documentation must be turned in as hardcopies. **Documentation is due in class on November 28, 2018.**
- Lab requirement documentation will be collected on the date listed on the class schedule. For late documentation, an additional 4 units will be required for each late day up until the last day of class. (For example, if lab work documentation is turned in one day late, 20 units will be required to pass the class.)
- Proof of lab completion will not be accepted after the last day of class.
- Note: The lab is a pass or fail grade only. You must successfully complete 16 units to pass the class; the lab units are not factored into the grade book and will not affect your grade point average. Remember though, if you do not turn in the required documentation on time, you will receive an F for the class.
- Completion and documentation of the units below are the student’s responsibility. You have the power to plan and complete the required units—use it.

Lab Options List and Units

Below are the four options that you may choose from to complete the 16 units needed to pass the class. You may choose a combination of any of the four options, just keep in mind that some have limits on how many times you can choose them.

- Writing Center visit with legitimate receipt (see writing center section info below).
 - Each visit = 6 units (limit: 2 visits or 12 units)
- Complete library online tutorial with certificate. Use any of the links on this page:
 - <http://collin.libguides.com/tutorials>
 - 1 tutorial = 2 units (limit: 2 tutorials or 4 units)
- Attend an on campus event (films, art shows, speakers, etc.), and compose a typewritten, double-spaced paper in MLA format about what you experienced/learned at the event (minimum 400 words). (Events at other campuses are acceptable.)
 - 1 event = 6 units (limit: 2 events or 12 units)
- Assignments labeled as *Extra Assignments for Lab Work* accessed via our class page in Canvas.
 - Read/view the provided articles or videos and compose a typewritten, double-spaced response paper in MLA format responding to the author's thesis (minimum 400 words).
 - 1 assignment = 6 units (limit: 2 assignments or 12 units)

A Note for Dual Credit Parents

Dear Parent –

You and your student have chosen to enroll her/him into a college-level course designed for adult learners. As such, I will treat your student as I treat all of my students, which is to say I will treat your student as an independent adult learner. I believe this is exactly why you and the student have chosen a dual credit course – in order to be exposed to the adult learner experience in a college classroom.

I want to make a couple of things very clear from the outset of the semester—much of this was covered by the high school when you signed up for dual credit, but it bears repeating:

- Your student is the only person I will make contact with about grades, assignments, attendance, etc. This is not only my choice as the instructor, but it is in line with Federal Law 99-380 (Family Educational Rights and Privacy Act or FERPA). All correspondence about the course should come from the

student; I want to make it very clear that my obligation is to communicate with the student.

- Your student will likely be exposed to content meant for adult learners. Many times this content is chosen specifically for its controversial nature—meant to elicit strong feelings and arguments from the student. In other words, I believe that students write about what they care about and often what we all care about are things we have very strong feelings about whether that be in a political, religious, social, intellectual, or emotional context. I welcome discussion on class content. However, these discussions must come from the student. I want them to practice advocating for themselves. “My mom/dad told me I couldn’t read/write this” is a childish statement and, as a teacher of adults, I do not find it to be a reasonable argument.
- I am well aware of the extracurricular lives of high school students and I try to be as accommodating as possible. As with any of my students, however, I expect students to meet the requirements of the course, which means meeting the attendance requirements. A “note from a parent” is not something we collect for college courses. That being said, the student should come and discuss with me early in the semester any travel associated with team sports or club events. Again, the student must discuss this with me prior to the absence(s).

I am so glad you and your student have chosen to enroll her/him into a Collin College course. It is my goal, to the best of my ability, to provide a genuine college experience for your student. I appreciate your assistance in allowing her/him to be treated as an adult learner.

Other information

Americans with Disabilities Act: SCC-D140 or PRC-F144

Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal opportunity. It is the student’s responsibility to contact the ACCESS office, SCC-D140, or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current Collin Student Handbook for additional information.

Writing Center

The PRC Writing Center is located in Lawler Hall (LH 141: 972-377-1576), but students may also use the SCC Writing Center (972-881-5843) or the CPC Writing Center (972-548-6857), depending upon availability and convenience.

Please make appointments in advance—the Writing Center gets quite busy at times, so please remember to plan ahead (suggested: two weeks in advance). Please note—the Writing Center staff is NOT there to edit and correct papers for students. It is the

student's responsibility to make sure that he or she learns from these sessions and makes needed revisions (be sure to follow assignment requirements first and foremost, and share this information with the tutor at the start of the session—bring your assignment sheet).

Cell phones, text messaging, and other prohibited items

Please power down and put away cell phones, laptops, and all other electronic items during class time. Engaging in the disruptive use of electronic, telecommunication, digital media, and/or wearable devices during class, labs, or other Collin College learning environments is strictly prohibited. In addition, all electronic, telecommunication, digital media, and/or wearable devices (i.e., phones, smart watches, Fitbits, blue tooth devices, tablets, etc.) must be completely turned off (not on silent or vibrate mode) while taking exams.

If you have an emergency and need access to your phone during class, let me know before class begins and put the phone on vibrate. Text messaging during class time is disruptive, distracting, and disrespectful to the class and the instructor. Anyone using a cell phone or any other device during class will be reminded of this policy; repeat offenders will be asked to leave the classroom.

Smartphones, laptops, headphones, ear buds, and other items the instructor deems as distracting to the class are not allowed in the classroom.

Offensive language and sensitive subjects

During the semester, we will read and discuss controversial and sometimes delicate issues. At times, you may feel uncomfortable or uneasy. Strive to keep an open mind, and to be respectful of other's views and opinions. In addition, some of the literature and films we will watch contain language that may be offensive to some. I will not use this language outside of the literature, and I ask that you do the same. If you have any issues with any of the material we cover in class, I ask that you meet with me so can discuss them.

Email

Please feel free to email me at kgraham@collin.edu. Remember to put your class name and time in the subject line.

The student agreement form is below.

Student Agreement

To the Student: You will need to type your initials in front of each statement, save a copy (PDF) of the file for yourself and submit a copy via Canvas. This document provides you with an understanding of student responsibilities with regards to this course.

1. ____ I have read the course syllabus posted on Canvas and or sent via email by Mr. Graham.
2. ____ I understand that I need to be on time to class as it is disruptive and shows disrespect to my classmates and Mr. Graham.
3. ____ I understand that if I arrive more than 5 minutes late to class or leave before the end of class, I will not receive points for in class activities and a score of zero will be entered for assessments given on that day. Exceptions are days when exams are given. See next item.
4. ____ I understand that electronic devices such as smartphones and laptops are not permitted in the classroom (unless directed otherwise by the instructor)
5. ____ I understand that I may not wear a SMART watch or fitness device during exams and quizzes.
6. ____ I understand that I am expected to come to class prepared and ready to participate in class discussions.
7. ____ I understand that extra credit and or allowances for a lack of preparedness will not be available.
8. ____ I understand that it is my responsibility to check that I have access to Collin College, CougarMail, and Canvas.
9. ____ I understand that if I have difficulty accessing CougarWeb and or Canvas, it is my responsibility to contact technical support to correct any computer/software issues.
10. ____ I understand that I may not electronically record or film Mr. Graham or my classmates without filling out and submitting the electronic permission document.
11. ____ I understand that I am responsible for checking Canvas daily for any updates or changes made by Mr. Graham.
12. ____ I understand that computers are available to me at Collin College and that course work must be submitted from any computer that meets technical standards.
13. ____ I agree that technical difficulty with my computer equipment is not an acceptable excuse for turning in late work or not turning in assessments.

14. ____ I understand that last minute submissions which are close to the due time may result in a late submission.
15. ____ I understand that late work will not be accepted by Mr. Graham.
16. ____ I understand that I may need to spend 10+ hours a week studying for this course.
17. ____ I understand that my grade is based on my ability to demonstrate my knowledge and skills as they relate to the material rather than the amount of work that I put into the course.
18. ____ I agree to treat others with respect and to use language that is appropriate for an academic setting with regards to communication to Mr. Graham and classmates. I understand that this pertains to discussions, comments, chats and emails.
19. ____ I understand that some of my publically submitted postings, such as those used in discussions, comments, and chats will be seen or re-used for other students to see.
20. ____ I will contact Mr. Graham if I have any questions, personal comments or require clarification regarding this course.
21. ____ I understand that if I have a disability and I am requesting accommodation; it is my responsibility to contact Collin College's ACCESS office in order to provide Mr. Graham with the appropriate documentation.

Print Full Name _____

College ID _____

Date _____

Comp I: Class Schedule

Note: This is a basic outline of the class. All assignments are to be completed by the dates listed on this schedule. There may be additional assignments assigned during the semester. If you are absent, it is your responsibility to get the assignments for the next class meeting. This schedule is subject to change.

Unit 1

Week 1: Introduction to course / Read pp. 33-40, 45-52, 480-487 (Norton*)

M (Aug 27)	Introduction to course
W (Aug 29)	Introduction to course / Assign CR #1 Syllabus quiz: Due in Canvas by class time Student agreement : Due in Canvas by class time

Week 2: Thinking critically / Read pp. 10-27 (Norton)

M (Sept 3)	Labor Day Holiday – Campus Closed
W (Sept 5)	<u>Thinking critically: analyzing advertisements</u>

Week 3: Thinking critically / CR #1 workshop / Read pp. 289-296, 306-310, 491-499 (Norton)

M (Sept 10)	Thinking critically: analyzing advertisements
W (Sept 12)	CR #1 planning workshop: Typed hard copy draft of CR #1 planning tool: <u>Due in Class</u>

Week 4: CR #1 workshop / The impact of words: Part I / Read pp. 298-300, 313-316, 500-510 (Norton)

M (Sept 17)	CR #1 revision/editing workshop: Typed hard copy draft of CR #1 Part A or Part B: <u>Due in Class</u>
W (Sept 19)	The impact of words: Part I

Unit 2

Week 5: Assign CR #2 / Discuss article (TBD) / Read pp. 3-14 (Norton)

M (Sept 24)	Assign CR #2 CR #1 final draft: Electronic copy <u>Due Turnitin.com</u> by start of class
W (Sept 26)	Discuss article (TBD)

Week 6: Discuss articles (TBD) / Read pp. 55-72 (Norton)

M (Oct 1)	Discuss article (TBD)
W (Oct 3)	Discuss article (TBD)

Week 7: CR #2 Discuss article (TBD) / CR #2 workshop / Read pp. 289-296 (Norton)

M (Oct 8)	Discuss article 2 (TBD)
W (Oct 10)	CR #2 planning workshop: Typed hard copy draft of CR #2 planning tool: <u>Due in Class</u>

Week 8: CR #2 workshop / The impact of words: Part II / Read pp. 298-300, 306-310, 313-316 (Norton)

M (Oct 15)	CR #2 revision/editing workshop: Typed hard copy draft of CR #2 Part A or Part B: <u>Due in Class</u>
W (Oct 17)	The impact of words: Part II Last day to withdrawal You should have at least 8 units completed for your lab requirements

Unit 3

Week 9: Assign CR #3 / Discuss short story / Read pp. 209-215 (Norton)

M (Oct 22)	Assign CR #3 CR #2: final draft Electronic copy <u>Due to Turnitin.com</u> by start of class
W (Oct 24)	Discuss short story (TBD)

Week 10: Discuss short stories

M (Oct 29)	Discuss short story (TBD)
W (Oct 31)	Discuss short story (TBD)

Week 11: CR #3 Workshops / Read pp. 289-296, 298-300, 306-310, 298-300, 313-316 (Norton)

M (Nov 5)	CR #3 planning workshop: Typed hard copy draft of CR #3 planning tool: <u>Due in Class</u>
W (Nov 7)	CR #3 revision/editing workshop: Typed hard copy draft of CR #3 <u>Due in Class</u>

Week 12: The Impact of words: Part III / Assign CR #4

M (Nov 12)	The impact of words; Part III
W (Nov 14)	Assign CR #4 CR #3: final draft Electronic copy <u>Due to Turnitin.com</u> by start of class

Unit 4

Week 13: Discuss poetry / Thanksgiving break

M (Nov 19)	Discuss poem (TBD)
W (Nov 21)	Thanksgiving Break – Campus Closed

Week 14: Discuss poetry / CR #4 workshop / Read pp. 289-296, 306-310 (Norton)

M (Nov 26)	Poem 2 discussion (TBD)
W (Nov 28)	CR #4 planning workshop: Typed hard copy draft of CR #4 planning tool: <u>Due in Class</u> *****LAB REQUIREMENTS DOCUMENTATION DUE IN CLASS*****

Week 15: CR #4 workshop / The impact of words: Part IV / Read 289-296, 298-300, 313-316 (Norton)

M (Dec 3)	CR #4 revision/editing workshop: Typed hard copy draft of CR #4 <u>Due in Class</u>
W (Dec 5)	The impact of words: Part IV / Prepare for final exam CR #4: final draft Electronic copy <u>Due to Turnitin.com</u> by start of class

Dec. 10-16 Fall Final Exam Week

*Page numbers are from the required text, *The Norton Field Guide 4th ed.*

